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ABSTRACT

The Portsmouth Project attempted to develop a consciousness in teachers of how they acted in their own classrooms and of the effect their behavior had on the learning environment of children. A basic assumption of the program was that teachers will change their style of interacting with students in the classroom if they become more aware of their own behavior. Given an opportunity to examine their own teaching techniques and to form models of desired behavior, teachers will create more effective classroom learning climates for their charges. Not only will the training sessions be positively perceived by teachers, but the modified teacher behavior will have a positive impact on the pupils. The Portsmouth test situation, therefore was designed to provide teachers with such an opportunity to observe, discuss, and analyze themselves and others on video-tapes. The solution to eradicating disciplinary practices detrimental to learning seems to the authors to rest in providing teachers with systematic training in classroom management. The format of the training sessions was designed to provide teachers with these opportunities through observation, discussion, and analysis of video tapes. Not only will the training sessions be positively perceived by teachers, but the sessions will also have a positive impact on the pupils. (Author/JM)

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CHANGING CULTURE PERCEPTIONS OF ELEMENTARY SCHOOL TEACHERS

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FOREWORD

The Occasional Papers series was originally conceived as an outlet for the ideas of faculty members of the Curry Memorial School of Education in order to "outgadfly our gadflying children." The need to stimulate relevant concepts has not diminished over the two years that the series has been published, and the demand for many of the papers has gratified both the authors and the school.

Still framed to "suggest rather than conclude," the series in 1972 has expanded to include authors from other education school faculties.

The ambition of the aperiodical series is to present reasoned proposals for more pertinent education, thoughtful suggestions for change, and original ideas or respected viewpoints on current topics in education. Written more to "jog" awareness than to convert readers to academic causes, the papers strive simply and directly--and without undue trivia--to provide an arena for the expression of opinions of authorities in various fields of education.

James H. Bash
Professor of Education
Director of Field Services

PREFACE

The in-service program carried out in Park View Elementary School, Portsmouth, Virginia, was an outgrowth of an exploratory discussion among Dr. Luther McRae, Assistant Superintendent of Instruction; Dr. Rufae J. Holmes, Director of Title IV Programs, Portsmouth City Schools; Charles A. Jenkins, then a staff member of the Consultative Resource Center on School Desegregation and a graduate student at the University of Virginia; Drs. Jeannette A. Brown and Mary Ann MacDougall, faculty members of the University of Virginia; and Dr. Dorothy Cowling, Vice President of Virginia Union University. The program was sponsored and supported by the Consultative Resource Center on School Desegregation, University of Virginia at Charlottesville, during the spring of 1971.

In order to establish an effective learning climate in the classroom, good relationships must first exist among pupils and between pupils and teachers. One of the many factors creating positive relationships is the socio-cultural understandings of the individuals involved. Yet systematic instruction in providing such understandings is a commonly neglected part of the professional preparation of classroom teachers. Although teacher training must ultimately solve this problem, the authors feel that certain inroads could be made with teachers already active in the classroom.

PROBLEM STATEMENT

The Portsmouth project attempted to develop a consciousness in teachers of how they acted in their own classrooms and of the effect their behavior had on the learning environment of children. A basic assumption of the program was that teachers will change their style of interacting with students in the classroom if they become more aware of their own behavior (Henry, 1957; Leacock, 1968; Bandura et al., 1970). Given an opportunity to examine their own teaching techniques and to form models of desired behavior, teachers will create more effective classroom learning climates for their charges. Not only will the training sessions be positively perceived by teachers, but the modified teacher behavior will have a positive impact on the pupils. The Portsmouth test situation, therefore, was designed to provide teachers with such an opportunity to observe, discuss and analyze themselves and others on video-tapes.

Filling many auxiliary roles to teaching, the teacher as classroom manager is constantly striving toward classroom organization and control. Some of the techniques

used to facilitate discipline, however, thwart learning efficiency (Kounin, 1970). The authors felt that classroom teachers chose various techniques primarily to get and hold the attention of the children they teach. Moreover, such techniques result from trial and error efforts to control classrooms. If these efforts have detrimental effects on the educational experiences of children, it is due not to the meanness of teachers, but to a deeply felt need to maintain classroom control. The solution to eradicating detrimental practices, then, seems to rest in providing teachers with systematic training in classroom management techniques rather than in criticising them.

The format of the training sessions was designed to provide teachers with these opportunities through observation, discussion, and analysis of video tapes. Thus, a major assumption of the study was, given a format which provides teachers with behavior examination and modeling opportunities, teachers will create more effective classroom learning climates. Not only will the training sessions be positively perceived by teachers, but the sessions will also have a positive impact on the pupils.

A secondary concern of the study was to verify certain assumptions which are expressed in the relationships between teacher perceptions of pupils and the self perceptions of the child. Recognition and identification of these relationships are fundamental to the selection, design and evaluation of training objectives.

Hypotheses of this study

I. Given opportunities to examine, discuss, and model behaviors, teachers will develop behaviors which increase positive self-perceptions for both themselves and the pupils in their classrooms (Brookover, 1962; Perkins, 1965; Bandura et al., 1970). This hypothesis was developed by using video-tapes trainingsessions on teacher and pupil perceptions.

Minority groups are more concerned than ever before with the education of their children. They have rejected

the notion that their children cannot learn, and they insist that teachers also reject the idea (Farmer, 1971). For teachers must be confident of the child's ability to learn if the child is to learn (Rosenthal and Jacobson, 1968). Often the opinions of teachers concerning the learning ability of children are based more on observed social behavior than on assessed intellectual ability. Teachers' judgments of a child's ability to learn were related to the child's grooming, his clothing and his use of language (Rist, 1970).

Thus, a secondary concern of the study was to verify assumptions concerning the relationships between a teachers' perception of a child's ability to learn and certain personal characteristics of a child. For it was felt that a child who feels good about himself will be a good learner. Furthermore, a teacher not only teacher a child how he should perceive himself through the teacher's classroom interactions, the teacher also instructs the class at large on how they should perceive the individual child.

II. Teachers perceive a child's social and academic ability in proportion to a child's assessed socio-economic level, his race and sex, his peer acceptance and his self-perception. The specific hypothesis examined were:

a. Teacher perceptions of students are related to the the socio-economic status of the pupil (Leacock, 1968; Rist, 1970).

b. A teacher's style of classroom interaction teaches children how to perceive their classmates (Henry, 1957; Bandura, 1965).

c. Teacher ratings of pupils favor girls over boys (Kagen, 1968).

d. Teachers provide pupils with relatively greater knowledge of subject matter expectations than they provide pupils with knowledge of personal-social skill expectations (Henry, 1957; Barclay, 1971).

f. Teacher perceptions of pupils and peer acceptance of pupils relate to pupils'self perceptions (Horowitz, 1939; Brookover, 1962).

PROCEDURES

These hypotheses were tested in an in-service program conducted in an urban elementary school setting in Virginia. The elementary school population numbered approximately 400 with a racial balance of nearly fifty percent black to fifty percent white. All fourteen female teachers of grades one through six and one ungraded intermediate class participated in the training program.

Initiated in an orientation session held in the spring of 1971, the program was organized into seven weekly training sessions which met for one and one half hours on Friday afternoons. The topics of discussion are summarized as follows:

Session 1: Orientation of Park View classroom teachers to the project. The procedures and activities planned for the teachers during the suceeding six weeks were explained. The testing program and instruments were explained and the "teacher" version was distributed for completion. The women were told of their opportunities to volunteer for video taping sessions in their classrooms, and a sign-up sheet was posted in the Teacher's Room.

Session 2: Classroom Behavior "Interdependence of Affective and Cognitive Behavior: Feelings and the Acquisiton of Subject Matter." The discussion dealt with the influence of affective factors on the child's learning efficiency. For example, the teachers were given opportunities to understand that a child who feels good about himself is a good learner. The difficulties of classroom adjustment for children from differing socio-economic and cultural backgrounds were explored, and the teachers examined the effect of certain classroom interactions on the child's self concept.

Session 3: Observing the Social Behavior of Children, "Peer Interactions and Group Interactions: Self-Perceptions and How They are Learned." The child's social environment and its influence on his self-perceptions were examined in the group discussion. The relationship of certain interactional behaviors on the child's sense of personal adequacy was also examined. In addition, the group was shown the video-tapes made "on-site" of their colleagues. Their attention was directed toward certain classroom behaviors which facilitate effective classroom learning climates.

Session 4: Communicating with Others, "Adult Interactions with Children: The Effect of Certain Behaviors on the Behavior of Others." The interrelatedness of verbal and non-verbal communications and the potency of the latter were discussed. In addition, techniques for reducing the discrepancy between the two were explored in an effort to increase the effectiveness of the teacher's classroom communications. The second set of "on-site" video tapes was critiqued by the group in relation to the topic discussed in the current session and the previous sessions.

Session 5: Disruptive Classroom Behavior, "The Antecedents of Teaching Problems: Effective Learning Climates and Locus of Control." The child's sense of his ability to control or at least influence his own destiny and the relationship of this belief to "problem" children was discussed. Also, techniques for increasing the child's perceptions of his influence on his environment were examined. Additional "on-site" video tapes were critiqued for examples of classroom teaching behavior which enhanced this dimension of the child's development with references to the topics of previous discussion sessions.

Session 6: Evaluation, "Self in Relation to Others: Systematic Instruction in Socialization Skills." Traditional classroom structures and group management techniques were discussed as they relate to classroom control and teaching needs. Techniques for individualizing classroom instructional materials were examined in relation to increased opportunities for the child to develop per-

sonal responsibility and effective social skills. The remainder of the "on-site" video tapes were examined in relation to the topics of all the discussion sessions. Finally, the "Teacher" version of the testing instruments was distributed.

The perceptions of teachers and pupils were gathered to determine if attitudes were changed during the training program. Teachers rated (1) the effectiveness of the training program and (2) their pupils' socialization and study skills. Three tests measuring pupil perceptions were administered at the beginning and at the end of the the training program. The three tests of affective behavior are described as follows:

I. Peer Acceptance. This instrument was designed to measure the degree of acceptance or rejection of a pupil. Each pupil was rated on a five-point scale by his classmates. This instrument was administered to grades three through six. After the first administration the format of the scales and item descriptions were modified in the direction of increased clarity. [Post test data only are presented in this analysis.]

II. Self Perceptions-Competence. This test was in part based on the rationale presented in the Virginia Educational Needs Assessment (1970-71). In addition to to psychologically based items, sociological and cultural measures of classroom climate were included (Rist, 1970). The pupil behaviors were classified into three areas:

a. Self to others: the pupil's perceptions of his pupil-to-pupil interaction effectiveness.

b. Self to teacher: the pupil's perceptions of his pupil-to-teacher interaction effectiveness.

c. Self to task: the pupil's perceptions of the effectiveness of his (1) study skills, and (2) his attitudes toward school and learning.

This instrument was administered to grades 3-6, pre and post testing.

III. Self Worth. This instrument was based on ten adjective pairs which described an individual's feelings about his self worth. The instrument was administered to all pupils, grades 1-6, pre and post testing. post testing.

Further, all teachers rated each of their pupils, pre and post testing using instruments II and III. Each pupil was identified by race, socio-economic status and sex. Lorge Thorndike Intelligence Test Scores were gathered on pupils in grades three through six.

ANALYSIS AND FINDINGS

The evaluation of the training program focused on two major obejctives. The first objective was concerned with the impact of the training sessions on the perceptions of teachers and pupils: Did the teachers consider the training sessions to be of value in their classroom management? And if so, did they change their style of interaction with pupils? Secondly, did the change in teacher-pupil interactions result in more positive self perceptions on the part of pupils?

A second major concern of the assessment was to examine the relationship between teacher perceptions of pupils and several pupil characteristics. If, for example, teachers perceive pupils of varying socio-economic status differently, this relationship may suggest training objectives which provide a greater understanding of pupils from differing socio-economic levels. In addition, this relationship might have an even greater consequence if teacher perceptions of a pupil should influence the class members' perceptions of him. Thus, a second relationship examined by the study was the degree of consequence between teacher ratings of a pupil and the peer acceptance of that pupil.

The First Objective

The first objective--the impact of the program on teachers and pupils--was evaluated by (1) the teacher

perceptions of the worth of the training objective, and (2) the subsequent impact of the program on the self perceptions of elementary school children.

A. What were the teacher responses to the training sessions? The objectives and activities of the training sessions were included on a questionnaire for teacher evaluation of the success of the session in providing her with understandings and techniques which can be employed in her classroom. The questionnaires were administered during the last training session and the teacher responses were summarized on the attached questionnaire (see Appendix A). It can be observed from the attached form that the training sessions appeared to be positively perceived. All teachers responded "yes" to a continuation of teacher training sessions and an expansion of the program to include parents and pupils. With one exception the use of training activities(e. g., video tapes, movies, role playing) were responded to as "the same" or "more."

The questionnaire provided some indication of the immediate worth of the training sessions. Any effects of the ultimate impact of the training program on the pupil population was evaluated by a comparison of pre and post measures of pupil perceptions.

B. What was the impact of the in-service activities on the pupil population? One indication of the impact of the teacher training sessions on the pupil population might be reflected in a change in the self perceptions of pupils. Or, in general, did pupils perceive themselves more positively after the teachers' training activities? The pre and post test administrations of the three instruments described above were compared and changes in pupil perceptions were observed. The average self perception of pupils was calculated for grade levels 3-4, 5-6, and the total group of pupils. The average or mean perceptions before the training program were compared to the mean after the training program for each of the grade levels. An analysis of variance design was used to determine if any significant changes occurred between the pre and post testings.

Changes in the mean perceptions of pupils' responses to Instrument IIA, B, C, and the total test score were analyzed by grade levels 3-4, 5-6, and 3-6 (total group). Table I presents the average or mean pupil perceptions, observed for the pre and post test administrations. Only those means which changed significantly from pre and post testings are presented in the table. The F-ratio indicates significant changes in pupil perceptions during the project (at the .05 level).

Observation of Table I indicates that in general pupils in grades 3-6 (total group) made positive gains in their perceptions of themselves with their peers (A. Self to Peers). On the pre test the average perceptions of students in grades 3-6 on the effectiveness of their relationships with peers was 33.9 After the training program the average increased to 35.2.

It appears that the training program had a relatively greater impact on grades 3-4 than the two upper grade levels. Grades 3-4 made significant and positive gains in the areas A. Self to Peers, B. Self to Teacher, and the total test. These findings suggest that the behaviors of younger pupils are more readily influenced or changed than those of older children.

It can be noted that none of the grade levels made significant gains in their perceptions of the third area, Self to Task. This finding might be attributed to the fact that pupils' pre test scores were geneally higher in this area (pre test mean = 38, Self to Task vs. pre test mean = 34, Self to Peers and Teacher). The post test average of grades 3-6 in the area of Self to Task rose to 39, but the difference between 38 and 39 did not represent a significant gain (at the .05 level.)

In summary, positive changes were observed in the self perceptions of pupils. These findings support the thesis that the training program not only had a positive impact on teachers, but that this impact was reflected in the pupil population.

TABLE 1

Significant Mean Changes in
Pupil Self Perceptions

Test	Pre	Means	Post	F-ratio
IIA. Self to Peers	33.9	Grades 3-6	35.2	6.02
IIA. Self to Peers	33.5	Grades 3-4	35.4	5.66
IIB. Self to Teacher	34.2		36.5	8.68
II. Total Test	105.1		110.0	6.83

The Second Objective

The relationships between teacher perceptions of pupils and the pupil characteristics of sex, race, age, socio-economic status, peer acceptance, intelligence and self perceptions--the second objective--were assessed by a series of tests, the results of which are summarized in Table II.

The Peer Acceptance (Test I) and the test of Self Perceptions (IIA, B, C) were administered to pupils in grades 3-6. The test of self worth (III) was given to all pupils, grades 1-6.

Table II presents the post test results of pupil perceptions for the total group of pupils by sex, race and socio-economic level. It can be observed from the Table that the average Peer Acceptance (Test I) for the total group of pupils was 81. The average Peer Acceptance of black and white students was equal for this school. These data suggested then that peer acceptance in the subject elementary school does not favor either black or white students. When the average peer acceptance is presented by sex and the socio-economic level of pupils, a slightly greater peer acceptance can be observed for boys and for the middle and upper-middle socio-economic levels.

The average for the total group (grades 3-6) on Instrument II, Self Perceptions, was 108. The averages of subtests A and B, Self to Peers (mean = 35) and to Teacher (mean = 35) were lower than for Subtest C Self to Task (mean = 39). These data suggest that pupils in general have relatively higher perceptions of their effectiveness in the area of schoolwork than in their socialization skills.

When we classify pupil responses by sex, it can be observed that the average self perceptions of the boys equals 106, and the girls equals 109. These data suggest that the girls generally perceive themselves higher than the boys. If we observe the breakdown of the three

TABLE 2

Mean Post Test Results of Pupil Perceptions

	TOTAL		SEX		RACE		SOCIO-ECONOMIC LEVEL		
Test	$\bar{X}$	SD	Boys	Girls	Black	White	low	middle	upper-middle
I.	81	16	82	80	81	81	80	82	82
II	108	13	106	109	107	109	106	108	120
II A	35	5	35	35	35	35	35	35	38
II B	35	6	34	35	35	35	35	35	40
II C	39	6	37	39	37	38	36	39	42
III	41	7	41	42	41	41	42	41	40
I.Q.	95	12	95	94	92	97	91	98	104

$\bar{X}$ = mean
SD = Standard deviation

The key to the average pupil responses represented in Table II is summarized below:

I. Peer Acceptance-how pupils are perceived by their classmates

II. Self Perceptions-total test score.
The total test score of self perceptions is classified into three areas:

IIA. The pupil's perceptions of the effectiveness of his realtionships with classmates (Self to Peers)
IIB. The pupil's perceptions of the effectiveness of his relationships with his teacher (Self to Teacher)
IIC. The pupil's perceptions of the effectiveness of his relationships to his schoolwork (Self to Task)

III. Self Worth-ten adjective pairs which were an indication of a pupil's feelings of self worth.

areas of self perceptions given under A, B, and C, the discrepancy between the self perceptions of girls and boys is mainly attributable to the area, Self to Task (37 vs. 39).

The Self Perceptions of black and white pupils are approximately equal. The greatest difference in Self Perceptions can be observed when pupils are classified by socio-economic level. The pupils' perceptions of self appears to be related to socio-economic level, where the low socio-economic level averages 106 vs. 108 for the middle group and 120 for the upper middle stratum. This difference in the self perceptions of pupils by socio-economic level is primarily reflected in the areas of B (Self to Teacher) and C (Self to Task). Pupil responses suggest that those pupils of lower socio-economic status perceive themselves to be less effective in their relationships with teachers and with schoolwork than do pupils of middle and upper-middle socio-economic backgrounds.

The pupil responses to the third instrument (Self Worth) did not show any major differences by sex, race or socio-economic level. In addition, the intelligence scores vary most by socio-economic level, and subsequent analyses investigated whether self perceptions of pupils were influenced to a greater or lesser degree by socio-economic status, sex, race or by the pupils' measured intelligence.

Table III presents the teachers' perceptions of their individual pupils. The teachers used a form similar to Instrument II, rating each student on items measuring the effectiveness of his relations with A. Peers, B. Teacher, and C. Task. The teacher pre-training ratings did not differ significantly from their post training ratings. Table III presents the teacher ratings at the conclusion of the study.

It can be observed from Table III that teacher ratings favor girls over boys, particularly in the area of C (Self to Task). No general differences appear in the teacher ratings of black and white students. However, a positive relationship was observed between the teacher

TABLE 3

Mean Ratings of Pupils by Teachers (Post Administration)

TEST	$\bar{X}$	SD	Boys	Girls	Black	White	L	Mid	Upper-Mid
II	106	16	103	109	106	107	103	111	117
A	34	7	33	34	33	34	32	35	38
B	34	5	36	37	36	36	35	37	38
C	36	7	35	38	36	37	35	38	40
III	38	6	37	39	37	38	37	39	43

ratings of pupils and the socio-economic level of the child. In general, teachers rate pupils from lower socio-economic levels relatively lower (mean = 103) than they rate pupils from middle (mean = 111) or upper-middle (mean = 117) socio-economic levels.

The relationships suggested by the descriptive data presented in Tables II and III were analyzed by the use of product-moment correlation coefficients and multivariate analysis. Teacher ratings of pupils were correlated with the pupil characteristics: race, sex, socio-economic status, his peer acceptance, and his perceptions of self. The significant relationships between teacher ratings of pupils and the pupil characteristics are presented in Table IV.

It can be observed from Table IV that teacher ratings of pupils in their peer relationships (IIA), their teacher relationships (IIB), and their task effectiveness (IIC) are in moderate-substantial agreement with the pupil's acceptance by his classmates For example, teacher ratings and peer acceptance are positively related for each of the three areas ($r = .443$, $r = .476$, $r = .380$) and the total test ($r = .480$). Thus, those pupils who are perceived favorably by teachers tend to be more accepted by their classmates, and those pupils who are perceived negatively by their teacher tend to be less accepted by their classmates. These relationships support the thesis that pupils learn about their classmates from their teachers.

Teacher ratings of pupils correlated to a lesser extent with the socio-economic status of pupils. The significant and positive relationships between teacher ratings and the socio-economic status of the child support the descriptive data presented in Table II above is, there is a tendency for teachers to rate the effectiveness of pupils from a higher socio-economic status more favorably than those pupils of lower socio-economic levels. This relationship was not observed, however, for area B, pupil-teacher relationships. Teachers did not perceive any differences in the effectiveness of the pupil's interactions with them and his socio-economic level. Their ratings of

TABLE 4

Intercorrelations of Teacher Ratings of Pupils to Pupil Characteristics

TEACHER RATINGS OF PUPILS	PUPIL CHARACTERISTICS				
	Peer Acceptance	Socio-economic Status	Student Rating IIC	Intelligence	Sex
IIA	.443	.248	.159	.219	
IIB	.476			.302	
IIC	.380	.246	.283	.367	- .172
II Total	.480	.248	.237	.330	

r = .159, significant at .05 level (df = 150)

r = .208, significant at .01 level

the effectiveness of a pupil's peer relationships and his task effectiveness did, however, relate to the pupil's socio-economic level.

A pupil's self perceptions of his task effectiveness (IIC) tended to agree with the teacher's ratings. However, the pupil perceptions of his peer relationships (IIA) and teacher relationships (IIB) did not indicate congruence with teacher ratings. One explanation of this observation is that pupils are aware of accepted behaviors related to schoolwork, but their social skill expectations are not congruent with those held by a teacher. In addition, the one significant relationship between the sex of the pupil and teacher ratings fell in the area, Self to Task. Teachers generally perceived girls more favorably in this area.

The intelligence of the pupils was positively related to teacher ratings. This relationship may be partially attributed to the positive relationship between the pupil's socio-economic level and his measured intelligence. The analysis described below was carried out to determine to what extent intelligence, socio-economic status, as well as other pupil characteristics and teacher ratings influence the self perceptions of a pupil.

A multivariate analysis (Bottenburg and Ward, 1963) was run to examine the relative influence of (1) teacher perceptions of pupils and (2) pupil characteristics (race, sex, socio-economic status, intelligence and peer acceptance) on the self perceptions of a pupil. Because of the changing composition of the community, grade level, racial composition and socio-economic composition by grade level were considered in the analysis.

The multivariate analysis permitted the determination of the relative impact of: (1) the pupil characteristics and (2) teacher ratings cited above, on a pupil's perceptions of self. First, the relationships between the four pupil characteristics (sex, socio-economic status, age and intelligence) and pupil self perceptions were examined. This analysis indicated that socio-economic status had a significantly greater contribution to a pupil's self perception than did the other three measures. The

multivariate analysis, expanded to include the teacher ratings and grade descriptions, was consistent with this finding (see Appendix B). The variable, socio-economic level was significant at the .04 level, $F = 4.20$, $df = 1,146$. None of the other measures of pupil characteristics, nor the teacher ratings was found to have a relatively greater influence on the self perceptions of pupils.

DISCUSSION

The major thesis of the study held that if teachers are given opportunities to examine, discuss and model certain behaviors that have been judged to be effective classroom behaviors, then teachers will have a higher positive regard for their own teacher effectiveness. In addition, it was postulated that when these opportunities exist for teachers, the children they teach will regard themselves more positively The findings of the study upheld both propositions.

The video tape analyses indicated that behavior-modeling appears to be a successful technique for modifying teacher-pupil interaction. For, when certain effective teaching behaviors were identified to teachers they increased the incidence of these behaviors in their subsequent video tapings. In addition, there was an increase in the number and variety of positive expressions concerning their teaching effectiveness.

Among the original conditions influencing the teachers' willingness to participate in the video taping experience was first, that they would select the day and time of the video taping, and secondly, that the tapes would be viewed in private by the teacher and the consultants only. However, after the teachers' first taping and critiquing experiences they were willing to be taped without advance notice and to have their tapes shared with their colleagues. They further began requesting that their tapes be shared with administrators, supervisors, and parents.

These changed behaviors coupled with the teachers positive responses regarding the value of their training

session experiences seem to indicate a relationship between a teacher's sense of personal competence and a teacher's knowledge of, and feedback concerning, that which is considered by others as competent. In addition, the significant gains in self perception made by the children seem to indicate a relationship between a teacher's sense of competence and the child's sense of competence.

For children were found to perceive themselves as more adequate in their relations with their classmates and also their teachers after their teachers had experienced the activities of the in-service training. These increased positive self perceptions by the children occured despite the fact that there was no similar change in the teachers' expressed perceptions of their children but more importantly, perhaps, the children were able to perceive themselves more positively even though the children were not directly involved in the in-service training.

Four other of the study's six sub-hypotheses were also supported by the findings. For example, it was assumed that teacher's predictions concerning a child's ability to perform well in school were related to the child's: (1) socio-economic background, (2) peer group acceptance, (3) sex, (4) race, (5) personal-social skills, and (6) self perceptions.

First, it was found that teachers did, as suggested by Rist (1970), judge a child's ability to learn in terms of his social class membership. Those children who had been identified as belonging to the lower socio-economic group were perceived by teachers as being the least well adjusted to school and as having the least potential for accomplishing school tasks.

With respect to the child's peer group acceptance, the agreement found between the teacher's ratings of a child and his classmates rating of him seems to indicate that a teacher does, in fact, teach children many things other than subject matter. Teachers, through certain of their classroom interactions with a child, may also be teaching their classmates how to perceive them. In their

efforts to please the teacher, children will often endorse the judgments of the teacher and they will adopt the values of the teacher concerning many things. One of these seems also to be the degree of esteem a particular child should be accorded.

Sex as a variable relating to a teacher's positive perceptions of a child's classroom performance has generally favored girls. The findings of this study did not indicate the exptected positive and significant relationships except in the area of Self to Task. Thus, it would seem that that a child's sex has very little influence on either his classmates' acceptance of him or his own self-acceptance. On the other hand, it may indicate, as pointed out in previous investigations (Kagan, 1968 and others) that sex does influence a teacher's percpetions. Girls, as perceived by teachers, seem more able to perform school tasks.

Still another variable for which no significant or positive relationship was found was race. This lack of support for membership in the Black race as influencing the teacher's perceptions of children is difficult to discuss except in terms of its interaction with his social class membership. There are normally more blacks than whites within the lower socio-economic strata. Therefore, if socio-economic status is related, it should follow that race is related but the findings failed to demonstrate this relationship. One explanation could be made in terms of the pupil population.

In the present study both lower socio-economic class membership and black versus white membership were generally equivalent. Thus, it seems reasonable to suggest if socio-economic level is held constant, membership in either black or white race does not influence a teacher's perceptions of a child's perceptions of himself, his perceptions of his classmates or his perceptions of his ability to perform in school tasks. Moreover, it was found that a child's race does not influence the teacher's predictions of his ability to perform in these areas.

In addition, the findings of this study suggest that the findings of previous studies, to the contrary, were

probably confounded by this very lack of equal populations. Stated another way, previous investigations concerned with the influence of race may have been conducted without the benefit of lower socio-economic status equivalence between the balck and white populations.

The fifth sub-hypothesis suggested that teachers provide pupils with a relatively greater knowledge of subject matter expectations than they do of expectations for appropriate personal-social behavior. The findings upheld this assumption. There was a relationship between the child's rating of himself and the teacher's rating of him with respect to his ability to perform school tasks. On the other hand, no such congruence was found between the teacher's and the child's perceptions of his adequacy in interacting with his peers and his teacher. It would seem, therefore, that teachers are quite effective in communicating those behaviors which are appropriate to the performance of school tasks. It seems reasonable to suggest that the children were employing the same set of criteria when judging their own effectiveness in this area, as were the teachers. By the same token, the discrepancy between the perceptions of children concerning their personal-social skills and the perceptions of their teachers for them in this area might suggest that the children were making their evaluations of themselves with a set of criteria which differed from teachers. If so, then, it would follow that the children were unaware of, or at least not knowledgeable concerning, the measures being employed by the teacher.

This finding, coupled with the previous finding discussed above, seems to have influenced, or at least interacted with the sixth sub-hypothesis. It was assumed that a child's teacher and his peer group will influence his perceptions of himself. The thesis that an individual learns his sense of self worth from those with whom he interacts suggested this relationship (Horowitz, 1939; Brookover, 1962). However, this assumption was not altogether supported.

The agreement found between the teachers' rating of a child and his classmates' ratings of him seems to

indicate that teachers, through their interactions, may not teach a child how he must perceive himself but that teachers do teach his classmates how to perceive him.

At least one explanation exists for the discrepancy between the teachers' perceptions of the child and his own perceptions of his adequacy in the area of personal social skills. If the child is, in fact, unaware of or not knowledgeable concerning, the norm by which acceptable personal-social behavior is measured, his own unique coping mechanisms may deny him any accurate self assessment of his skills in this area. Thus, the discrepancy existing between his own and his teacher's values as they are influenced by socio-economic background seems to recommend direct and systematic instruction in social skills as a part of the elementary school curriculum.

In general, it was found that the described in-service teacher training program made a significant impact on the self perceptions of the children even though the children were not a part of the training program. For this reason, it is felt that consultation with teachers concerning the topics explored and the format employed, is an important contributor to a child's feelings of self adequacy. The critical nature of the consultative function is further endorsed by the positive and significant relationships found to exist between a teacher's perceptions of a child and his acceptance by his classmates.

The multiplicity of variable and their interactions with each other may preclude any definitive statement concerning teacher-pupil interaction. But it does seem reasonable to suggest that if teachers and pupils feel good about themselves they will be good teachers and pupils. For, it is sincerely proposed that most teachers are earnestly striving to be good teachers and that most pupils are trying to be good pupils. So, the answer may lie in providing both with clearer definitions of "good."

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APPENDIX A: In-Service Training Program Questionnaire

	Yes	Unc.	No
The idea that teaching methods should be adapted to differing socio-economic and cultural backgrounds has been explored in our discussions.			
1. Did your training sessions provide any evidence for this idea?	14		
2. If so, were these ideas incorporated in your classroom teaching?	12		2
We have discussed the influence of certain non-verbal teacher behaviors which help or hinder a child as he tries to learn.			
1. Did your training sessions provide any examples of these behaviors?	14		
2. If so, are they useful to you in your classroom?	13		1
We have talked about effective ways teachers manage classrooms.			
1. Did your training sessions provide any examples of effective management techniques?	14		
2. If so, do you find them useful in your classroom?	13		1
We have discussed maintenance of group focus as a solution to disruptive classroom behaviors.			
1. Did the training sessions provide examples of group focus techniques?	14		
2. If so, did you find them useful in your classroom?	11		2
We have suggested that if the child is to become an effective learner the responsibility is not simply the teacher's responsibility. The child and his parents must also be actively involved in the learning process.			
1. If a program was directed to these other two parties (parents and children) do you feel this would be of beneift?	14		
2. Would you like to have your training sessions continued next year as a part of a prggram that also reaches parents and children?	14		

Please rate the following activities that were included in your training sessions:	more	same	less
1. Video tapes (on site)	5	9	
2. Movies	7	5	
3. Role playing (off-site video tapes)	5	8	
4. Group discussions	6	7	
5. Individual presentations	4	9	
6. Other (specify)			
Individual discussions	3		
In-class help	3		

APPENDIX B

Relationship of Student Characteristics, Grade Descriptors, Teacher Ratings and Peer Acceptance to Pupil Self Perceptions

		Dependent	Independent	RSQ	F-ratio	p	df_1	d
FULL MODEL*		10	1-9	0.109				
RSTR MODELS								
(a)	Delete grade	10	2-9	0.109	0.000		1	1
(b)	Delete race	10	1, 3-9	0.109	0.000		1	1
(c)	Delete sex	10	1-2, 4-9	0.106	0.572	.450	1	1
(d)	Delete socio-economic level	10	1-2,5 -9	0.083	4.198	.042**	1	1
(e)	Delete I. Q.	10	1-4, 6-9	0.108	0.219	.640	1	1
(f)	Delete peer acceptance	10	1-5, 7-9	0.108	0.190	.664	1	1
(g)	Delete teacher ratings	10	1-6, 8-9	0.107	0.304	.582	1	1
(h)	Race percentage by grade	10	1-7, 9	0.109	0.000		1	
(i)	Socio-economic percentage by grade	10	1-8	0.109	0.000		1	1

X_1 = grade
X_2 = race
X_3 = sex
X_4 = socio-economic level
X_5 = intelligence
X_6 = peer acceptance
X_7 = teacher ratings=
X_8 = race percentage by grade
X_9 = socio-economic percentage by grade
X_{10} = pupil self perceptions

* Significant at .05 level

** The multiple R = .33